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ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Districts are currently searching for methods to do Something about the many problems facing education. Dwindling resources, a lessening of public confidence, and a rapidly changing world all make the search for a better way an urgent one. Continuing a district tradition of taking a pro-active role in addressing the problems facing education today, the Board of Education approved a series of community goal-setting conferences. The community conferences involved over 350 parents, students, community members and staff at a three-Saturday conference to identify district needs and establish community and district goals. The goals with supporting statements were subsequently adopted by the Board of Education for inclusion in the district master plan. The Community Conference can serve as a meeting place for the great diversity of ideas about what our schools should be doing and how they should go about it. Those who participate in school-community conferences will be provided the opportunity to have their say and they will have made a commitment to the success of the educational venture. Those with complaints about their school will have had their opportunity to express their feelings. Those with responsible ideas will have had their input. Every participant will have been heard. On a Saturday morning, or at another time convenient for the community, one hundred or more persons gather at a school or school cafeteria for an opportunity to exchange their ideas and their feelings about their district. Participants sit in groups of about 8 persons--wherever they wish and with whomever they wish. Each group responds in writing to the questions, "What should [Placentia Unified] School District be doing for the students?" The groups work for about 30 minutes on the question, then their papers are exchanged with those of other groups--usually with as many as five other groups. Each group rates the comments of other groups and offers suggestions--all in writing. The originating groups receive their own papers back--loaded with comments, scores, and modifications. The originating groups then rewrite their comments and assign priorities on cards which are then placed in categories. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED239346

# Community Goal-Setting Process

Placentia Unified School District
Placentia, California

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

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## OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency Placentia Unified School District Grade Levels K-12

Address 1301 E. Orangethorpe Telephone ( 714 ) 996-2550

City Placentia State CA Zip 92670

Name of Contact Person Ron Raya, ASIS ACSA Region XVII

Name of Course, Program, Project or Policy Community Goal-Setting Process

Date of Operation of Program or Project Spring 1983

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

Districts are currently searching for methods to do SOMETHING about the many problems facing education.

Dwindling resources, a lessening of public confidence, and a rapidly changing world all make the search for a better way an urgent one.

Continuing a district tradition of taking a pro-active role in addressing the problems facing education today, the Board of Education approved the administration to conduct a series of community goal setting conferences. The community conferences involved over 350 parents, students, community members and staff at a three-Saturday conference to identify district needs and establish community and district goals. The goals with supporting statements were subsequently adopted by the Board of Education for inclusion in the district master plan.

The COMMUNITY CONFERENCE can serve as a meeting place for the great diversity of ideas about what our schools should be doing and how they should go about it.

Those who participate in school-community conferences will be provided the opportunity to have had their say and they will have made a commitment to the success of the educational venture. Those with complaints about their school will have had their opportunity to express their feelings. Those with responsible ideas will have had their input. Every participant will have been heard. On a Saturday morning, or at another time convenient for the community, one hundred or more persons gather at a school or school cafeteria for an opportunity to exchange their satisfactory/disatisfactory ideas, their feelings about their district. Participants sit in groups of about 8 persons--wherever they wish and with whomever they wish. Each group responds in writing to the question, "What should _____ School District be doing for the students?" The groups work for about 30 minutes on the question, then their papers are exchanged with those of other groups -- usually with as many as five other groups. Each group rates the comments of other groups and offers suggestions -- all in writing.

The originating groups receive their own paper back -- loaded with comments, scores and modifications. The originating groups then rewrite their comments and assign priorities on cards which are then placed in categories.

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NAME Ron Raya DATE 01-18-84

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